

Guided Reading with

Come See My Farm

Guided Reading Level: E

DRA Level: 8

by Barbara Flores, Elena Castro, and Eddie Hernandez

Illustrated by John Martinez

8 pages, 119 words

Genre: Fiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes repetitive phrasing and cumulative content
- text includes familiar onomatopoeia
- familiar content close to some children's experiences

High-frequency words:

- *come, see, my, says, the, goes, and, I, you, liked, all*

Phonics:

- -ck after a short vowel (duckling, quack, chick)

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Vengan a ver mi rancho [See back page](#)

Overview: Many baby animals live on a farm. In this book you will meet some of them..

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What animals live on a farm? What are some kinds of animal babies?
- What sounds do farm animals make?
- What would you want to see if you visited a farm? Why?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: *"Come See My Farm."*
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict what baby animals will be in the book.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice the quotation marks and the italicized print. Talk about how in this book, the quotation marks show a person talking, and the italics show sound words.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sounds of the word to start reading it, or blend all the sounds in the word.

4. Be aware of the following text features:

- The book contains familiar words: come, see, my, says, the, goes, and, I, you, liked, all
- The book contains farm-related vocabulary words: farmer, animals, colt, duckling, calf, puppy, chick
- The book contains the onomatopoeia words: neigh, quack, moo, woof, peep
- The text is cumulative, adding an animal and sound to each page with the phrasing, “The ___ goes ___.”

Reading the Book

1. Set a purpose by telling children to read the book to find out what baby animals are on the farm.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?

- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.



- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what animals were on the farm.

2. Ask questions like:

- What did the farmer say as the book started?
- Which baby animals were on the farm? What did they say?
- Which adult animals likely live on this farm?
- How do you think this farmer might earn his living, based on the animals that he has?
- What real information does this book give us? Which parts of the book are pretend?
- Why do you think each of these animals is on the farm? How might a farmer use each animal/how is each animal useful to people?
- When might animals make these sounds? (Perhaps when they want to eat, they are happy, they are fearful?)
- Other animals in the pictures include a mouse, blue bird, frog, and squirrel. What sounds do you think they make?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

Cross-Curricular Activities

Language: List the baby animals from the book on cards, and the corresponding adult animals. Talk about the letters and word parts to try to read each word card and match the babies and parents.

Label a chart with some of the initial consonant blends found in words in the book (e.g., br/bl or sp/str). Add words from the book to the chart and brainstorm or sort picture or word cards to extend the lists. Talk about using the first several letters of a word (instead of just the first letter) to begin to read it. Practice reading sentences that include some of the consonant blend words.

Make a list of words with -ck, starting with those in the book. Practice reading each one in isolation and writing and reading some in sentences.

Talk about the high-frequency words “go” and “do” and how they relate to “goes” and “does.” Look through the book to find the word goes. Compare the irregular verb changes to say/says, as shown in the book.

Turn the book into a short performance by having pairs act out being the farmer and a farm visitor. Use stuffed animals or pictures of animals as props.



Ask students to think about other sound words and how to spell them. Have them create their own sound books using the same structure as the story. (For example, sounds of vehicles, sounds in the cafeteria, sounds of instruments, or animal sounds in another habitat). Provide blank pages with the sentence frame, "The ____ goes _____."

Invite students to build a pretend farm in your classroom using blocks. Provide animal figurines and have students help make labels for the areas where animals live.

Science: Help students learn more about farm animals and their babies. Have each student choose an animal to research. Have each student draw and label features of the adult animal and the baby animal and write several sentences about it. Provide sentence frames if needed, such as "[Animals] eat _____. On the farm, [animals] help farmers _____."

Social Studies: Have students read books or view online content about different types of farms around the world. Talk about how farm animals (or lack thereof) and farm sounds can vary based on the type of farm and location. Additional books about farms, include:

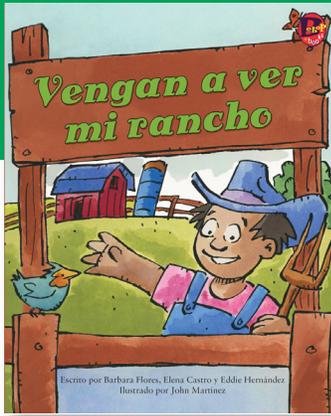
- *Summer Sun' Risin* (<https://www.leeandlow.com/books/summer-sun-risin-bebop>)
- *On Our Farm* (<https://www.leeandlow.com/books/on-our-farm>)

Art: Have students paint or draw a barnyard scene including animals and their babies. Have them include speech bubbles to show the sounds of each animal.

Music: Write the animal sounds from the story on word cards (and others, if desired.) Make multiple copies of each sound. Have students arrange the word cards to create original "barnyard songs." Have them "sing" the songs by reading the word cards (e.g., "Peep, peep, peep, neigh. Peep, peep, peep, neigh. Woof, woof, woof!")

Physical Education: Have students brainstorm a gesture they can assign to each animal and when the animal makes its sound, students can act it out as well.

English Language Learners: Have students compare how animal sounds are represented in writing in different languages. Talk about potential reasons for differences across languages.



Guided Reading Level: D
DRA Level: 4

Guided Reading with Vengan a ver mi rancho

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support

The following body parts of the puppies are listed in the book:

The following colors are listed to describe the puppies' body parts and spots in the book: café (x2), blanco, negra

The following animals on the farm are listed in the book: el pollito, el perrito, la vaquita, el patito, el caballo

The following sounds that the animals make are provided in the book: pio, pio; guau, guau; mu, mu; cua, cua; jii, jii

Print the names of the animals on individual index cards and show students the illustrations with the text covered. Mix up the word cards and have students match the animal with the corresponding illustration. Then, print the names of the animals' sounds on individual index cards. Have students match the corresponding sound with the appropriate animal.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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Abraham Barretto, Vice President of Educational Sales Bebop Books

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com